



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

12835 N 33rd Ave, Phoenix, AZ 85029

Washington Elementary School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

| | |
|---------|-------------------|
| 2005-06 | Highly Performing |
| 2004-05 | Performing |
| 2003-04 | Performing |

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. David Anderson
 Schedule : 07:30 AM to 03:30 PM
 Grades : Pre-K-6
 Web Address : www.wesd.k12.az.us/schools/sahuaro.htm
 Phone Number : (602) 896-6200
 Fax Number : (602) 896-6220
 E-mail : danders@sa.wesd.k12.az.us

Mission

Sahuaro School's mission is to challenge our students to reach their intellectual, physical, social and emotional potential in a safe environment where they develop positive self-images and become critical thinkers and problem solvers.

No Child Left Behind

Adequate Yearly Progress (b)

| | |
|---------|-----|
| 2005-06 | Met |
| 2004-05 | Met |
| 2003-04 | Met |

School Improvement Status (b)

| | |
|---------|-----|
| 2005-06 | N/A |
| 2004-05 | N/A |
| 2003-04 | N/A |

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teachers will continue to implement focused and effective instructional practices by designing and implementing a research-based Reading program.
- ü 70% of 3rd-6th grade students will meet or exceed state standards in math on the AIMS test.
- ü 80% of the 3rd-6th grade students will meet or exceed state standards in Writing on the AIMS test.
- ü 75% of 3rd-6th grade students will meet or exceed state standards in Reading on the AIMS test.

Enrollment

October 1, 2005 School Year Student Enrollment : 697
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 100

Instructional Programs

- Ü Art/Music/Physical Education
- Ü Technology/Teaching Learning Stations
- Ü Extended Daily Reading Block
- Ü Responsible Thinking Discipline Process
- Ü Reading Intervention Programs
- Ü Kindergarten Intervention Program (KIP)
- Ü Multi-age Program(MAP) for Highly Gifted
- Ü Full Day Kindergarten

Calendar Information

| | |
|----------------------------------|-------------------|
| Number of Instruction Days : | 180 |
| Average Daily Instruction Time : | 6 hours 5 minutes |
| First Day of School : | 8/8/2005 |
| Last Day of School : | 5/25/2006 |

Shared Responsibilities

School

Sahuaro School is committed to working hand in hand with Sahuaro parents to provide outstanding educational programs for all students.

Parents

Sahuaro parents are responsible for getting students to school on time and ready to learn. Parent involvement is vital for student success.

Transportation Policy

Sahuaro is a walking school. Only Special Needs Preschool students are bused. Bus riding is a privilege extended to students through Board policy. Students shall conform with all policies and regulations relating to conduct on school buses.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

| Award/Honor | Year |
|--|------|
| Ü Responsible Thinking Process Certification | 2005 |
| Ü Recipient of Arizona Diamondbacks Grant | 2004 |
| Ü Recipient of Artist-in-Residence Grant | 2005 |
| Ü Recipient of 21st Century Grant | 2004 |

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

| Mathematics | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 116 | 2709 | 80010 | 100 | 100 | 99 | 459 | 435 | 447 | 3 | 15 | 10 | 19 | 24 | 18 | 50 | 49 | 53 | 28 | 12 | 18 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 63 | 1273 | 38935 | 100 | 100 | 99 | 446 | 435 | 447 | 5 | 13 | 9 | 19 | 25 | 19 | 59 | 50 | 55 | 17 | 12 | 17 |
| Male | 53 | 1436 | 40974 | 100 | 100 | 98 | 474 | 435 | 448 | NA | 16 | 11 | 19 | 23 | 18 | 40 | 49 | 52 | 42 | 12 | 19 |
| African American | NC | 173 | 4201 | NC | 100 | 99 | NC | 422 | 430 | NC | 22 | 17 | NC | 27 | 23 | NC | 43 | 51 | NC | 8 | 9 |
| Hispanic | 44 | 1275 | 34545 | 100 | 100 | 99 | 440 | 422 | 432 | 2 | 20 | 14 | 23 | 30 | 24 | 64 | 46 | 53 | 11 | 5 | 9 |
| Asian/Pacific Islander | NC | 85 | 2068 | NC | 100 | 99 | NC | 449 | 474 | NC | 8 | 4 | NC | 20 | 10 | NC | 51 | 50 | NC | 21 | 36 |
| American Indian/Alaskan Native | NC | 105 | 3979 | NC | 100 | 96 | NC | 423 | 424 | NC | 16 | 17 | NC | 30 | 30 | NC | 49 | 47 | NC | 5 | 6 |
| White | 55 | 1071 | 35142 | 100 | 100 | 99 | 478 | 453 | 465 | NA | 8 | 5 | 16 | 17 | 11 | 40 | 54 | 56 | 44 | 21 | 28 |
| Students with Disabilities | NC | 385 | 10161 | NC | 100 | 93 | NC | 406 | 419 | NC | 35 | 28 | NC | 32 | 28 | NC | 28 | 36 | NC | 5 | 8 |
| Students without Disabilities | 110 | 2324 | 69849 | 100 | 100 | 100 | 460 | 439 | 451 | 2 | 11 | 7 | 19 | 23 | 17 | 50 | 53 | 56 | 29 | 13 | 19 |
| Limited English Proficient Students | 34 | 774 | 14013 | 100 | 99 | 97 | 427 | 409 | 413 | 6 | 26 | 24 | 29 | 36 | 34 | 62 | 36 | 39 | 3 | 1 | 3 |
| Migrant Students | -- | -- | 603 | -- | -- | 96 | -- | -- | 417 | -- | -- | 22 | -- | -- | 32 | -- | -- | 42 | -- | -- | 4 |
| Economically Disadvantaged | 66 | 1854 | 39029 | 100 | 99 | 98 | 446 | 426 | 432 | 5 | 18 | 14 | 21 | 29 | 25 | 56 | 47 | 52 | 18 | 6 | 9 |
| Non-Economically Disadvantaged | 50 | 855 | 40981 | 100 | 100 | 100 | 476 | 455 | 462 | NA | 9 | 6 | 16 | 14 | 13 | 42 | 54 | 54 | 42 | 23 | 27 |

| Reading | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 116 | 2701 | 79438 | 100 | 100 | 98 | 455 | 438 | 451 | 5 | 14 | 9 | 28 | 29 | 24 | 53 | 51 | 56 | 14 | 6 | 11 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 63 | 1271 | 38775 | 100 | 100 | 99 | 452 | 444 | 457 | 5 | 11 | 7 | 32 | 28 | 22 | 51 | 53 | 58 | 13 | 8 | 13 |
| Male | 53 | 1430 | 40560 | 100 | 100 | 97 | 458 | 433 | 446 | 6 | 17 | 12 | 23 | 29 | 25 | 57 | 49 | 54 | 15 | 5 | 9 |
| African American | NC | 172 | 4178 | NC | 100 | 98 | NC | 428 | 439 | NC | 22 | 13 | NC | 23 | 29 | NC | 53 | 52 | NC | 2 | 6 |
| Hispanic | 44 | 1272 | 34297 | 100 | 100 | 98 | 431 | 424 | 434 | 5 | 19 | 14 | 48 | 36 | 31 | 45 | 42 | 50 | 2 | 3 | 5 |
| Asian/Pacific Islander | NC | 85 | 2063 | NC | 100 | 99 | NC | 453 | 475 | NC | 6 | 3 | NC | 28 | 15 | NC | 56 | 63 | NC | 9 | 20 |
| American Indian/Alaskan Native | NC | 104 | 3940 | NC | 100 | 95 | NC | 428 | 429 | NC | 15 | 14 | NC | 30 | 36 | NC | 53 | 47 | NC | 2 | 3 |
| White | 55 | 1068 | 34887 | 100 | 100 | 98 | 478 | 456 | 471 | 2 | 8 | 4 | 13 | 20 | 15 | 64 | 61 | 63 | 22 | 11 | 18 |
| Students with Disabilities | NC | 377 | 9588 | NC | 99 | 88 | NC | 399 | 416 | NC | 43 | 30 | NC | 30 | 32 | NC | 24 | 34 | NC | 3 | 5 |
| Students without Disabilities | 110 | 2324 | 69850 | 100 | 100 | 100 | 456 | 444 | 456 | 5 | 10 | 7 | 27 | 28 | 23 | 55 | 55 | 59 | 14 | 7 | 12 |
| Limited English Proficient Students | 34 | 774 | 13856 | 100 | 99 | 96 | 413 | 406 | 407 | 12 | 28 | 27 | 62 | 44 | 43 | 26 | 28 | 29 | NA | 0 | 1 |
| Migrant Students | -- | -- | 600 | -- | -- | 96 | -- | -- | 418 | -- | -- | 22 | -- | -- | 38 | -- | -- | 39 | -- | -- | 2 |
| Economically Disadvantaged | 66 | 1849 | 38685 | 100 | 99 | 97 | 442 | 429 | 435 | 8 | 17 | 14 | 35 | 33 | 32 | 48 | 46 | 50 | 9 | 4 | 5 |
| Non-Economically Disadvantaged | 50 | 852 | 40753 | 100 | 100 | 99 | 473 | 458 | 467 | 2 | 7 | 5 | 18 | 19 | 16 | 60 | 62 | 62 | 20 | 12 | 17 |

| Writing | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 116 | 2700 | 79971 | 100 | 100 | 99 | 438 | 413 | 423 | 4 | 11 | 8 | 30 | 43 | 41 | 61 | 44 | 49 | 4 | 2 | 3 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 63 | 1272 | 38974 | 100 | 100 | 99 | 445 | 427 | 437 | 3 | 7 | 5 | 25 | 36 | 33 | 65 | 53 | 57 | 6 | 3 | 4 |
| Male | 53 | 1428 | 40895 | 100 | 100 | 98 | 429 | 401 | 410 | 6 | 13 | 10 | 36 | 50 | 47 | 57 | 36 | 41 | 2 | 1 | 2 |
| African American | NC | 172 | 4203 | NC | 100 | 99 | NC | 406 | 411 | NC | 13 | 11 | NC | 49 | 45 | NC | 37 | 43 | NC | 1 | 2 |
| Hispanic | 44 | 1269 | 34481 | 100 | 99 | 99 | 441 | 403 | 410 | NA | 13 | 10 | 39 | 47 | 46 | 59 | 39 | 43 | 2 | 1 | 1 |
| Asian/Pacific Islander | NC | 85 | 2067 | NC | 100 | 99 | NC | 428 | 449 | NC | 8 | 4 | NC | 31 | 28 | NC | 60 | 60 | NC | 1 | 8 |
| American Indian/Alaskan Native | NC | 105 | 3995 | NC | 100 | 96 | NC | 399 | 409 | NC | 14 | 10 | NC | 51 | 47 | NC | 34 | 42 | NC | NA | 1 |
| White | 55 | 1069 | 35150 | 100 | 100 | 99 | 448 | 426 | 437 | 2 | 7 | 5 | 27 | 38 | 35 | 64 | 51 | 56 | 7 | 3 | 5 |
| Students with Disabilities | NC | 382 | 10258 | NC | 100 | 94 | NC | 355 | 377 | NC | 33 | 23 | NC | 48 | 51 | NC | 18 | 25 | NC | 1 | 1 |
| Students without Disabilities | 110 | 2318 | 69713 | 100 | 100 | 100 | 440 | 422 | 429 | 4 | 7 | 5 | 28 | 43 | 39 | 64 | 48 | 52 | 5 | 2 | 3 |
| Limited English Proficient Students | 34 | 772 | 13985 | 100 | 99 | 97 | 419 | 387 | 382 | 6 | 18 | 18 | 50 | 52 | 54 | 41 | 30 | 27 | 3 | 0 | 0 |
| Migrant Students | -- | -- | 608 | -- | -- | 97 | -- | -- | 389 | -- | -- | 16 | -- | -- | 50 | -- | -- | 33 | -- | -- | 0 |
| Economically Disadvantaged | 66 | 1850 | 38994 | 100 | 99 | 98 | 430 | 405 | 409 | 6 | 12 | 10 | 35 | 48 | 47 | 55 | 39 | 41 | 5 | 1 | 1 |
| Non-Economically Disadvantaged | 50 | 850 | 40977 | 100 | 100 | 100 | 449 | 431 | 437 | 2 | 7 | 5 | 24 | 34 | 34 | 70 | 55 | 56 | 4 | 4 | 5 |

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

| Mathematics | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 103 | 2820 | 80147 | 100 | 100 | 99 | 480 | 468 | 482 | 15 | 14 | 11 | 17 | 22 | 17 | 44 | 49 | 49 | 24 | 15 | 24 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 53 | 1371 | 39281 | 100 | 100 | 99 | 470 | 469 | 483 | 17 | 12 | 9 | 23 | 24 | 17 | 42 | 50 | 50 | 19 | 15 | 24 |
| Male | 50 | 1448 | 40780 | 100 | 100 | 98 | 491 | 468 | 482 | 12 | 16 | 12 | 12 | 21 | 17 | 46 | 48 | 48 | 30 | 15 | 24 |
| African American | NC | 182 | 4249 | NC | 100 | 99 | NC | 449 | 464 | NC | 19 | 17 | NC | 30 | 22 | NC | 46 | 48 | NC | 5 | 13 |
| Hispanic | 36 | 1209 | 33494 | 100 | 100 | 99 | 458 | 455 | 466 | 22 | 19 | 15 | 28 | 27 | 23 | 36 | 44 | 49 | 14 | 9 | 14 |
| Asian/Pacific Islander | NC | 101 | 2103 | NC | 100 | 99 | NC | 485 | 515 | NC | 9 | 4 | NC | 16 | 8 | NC | 56 | 44 | NC | 19 | 45 |
| American Indian/Alaskan Native | NC | 108 | 4117 | NC | 99 | 96 | NC | 458 | 456 | NC | 15 | 19 | NC | 27 | 27 | NC | 53 | 46 | NC | 6 | 8 |
| White | 51 | 1220 | 36122 | 100 | 100 | 99 | 492 | 484 | 501 | 10 | 8 | 5 | 14 | 16 | 10 | 45 | 53 | 50 | 31 | 23 | 35 |
| Students with Disabilities | 10 | 447 | 10295 | 100 | 99 | 92 | NA | 436 | 443 | NA | 36 | 33 | NA | 28 | 26 | NA | 31 | 33 | NA | 5 | 8 |
| Students without Disabilities | 93 | 2373 | 69852 | 100 | 100 | 100 | 482 | 474 | 488 | 13 | 10 | 7 | 17 | 21 | 16 | 45 | 52 | 51 | 25 | 17 | 26 |
| Limited English Proficient Students | 17 | 625 | 12722 | 100 | 100 | 97 | 458 | 436 | 441 | 29 | 29 | 27 | 24 | 35 | 33 | 35 | 34 | 37 | 12 | 2 | 3 |
| Migrant Students | -- | -- | 622 | -- | -- | 97 | -- | -- | 454 | -- | -- | 19 | -- | -- | 30 | -- | -- | 43 | -- | -- | 8 |
| Economically Disadvantaged | 56 | 1837 | 38371 | 100 | 99 | 97 | 465 | 458 | 465 | 20 | 17 | 15 | 23 | 26 | 23 | 41 | 47 | 49 | 16 | 9 | 13 |
| Non-Economically Disadvantaged | 47 | 983 | 41776 | 100 | 100 | 100 | 499 | 487 | 498 | 9 | 7 | 6 | 11 | 15 | 11 | 47 | 52 | 49 | 34 | 26 | 33 |

| Reading | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 103 | 2816 | 79686 | 100 | 100 | 98 | 467 | 458 | 470 | 11 | 15 | 11 | 28 | 29 | 24 | 54 | 52 | 57 | 7 | 4 | 8 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 53 | 1372 | 39163 | 100 | 100 | 99 | 470 | 463 | 475 | 11 | 12 | 9 | 26 | 28 | 22 | 53 | 55 | 60 | 9 | 5 | 10 |
| Male | 50 | 1443 | 40438 | 100 | 99 | 97 | 463 | 453 | 465 | 10 | 18 | 13 | 30 | 29 | 25 | 56 | 49 | 54 | 4 | 4 | 7 |
| African American | NC | 183 | 4228 | NC | 100 | 98 | NC | 446 | 458 | NC | 19 | 15 | NC | 34 | 28 | NC | 46 | 53 | NC | 1 | 4 |
| Hispanic | 36 | 1208 | 33299 | 100 | 100 | 98 | 448 | 443 | 452 | 17 | 21 | 17 | 39 | 35 | 32 | 44 | 43 | 47 | NA | 1 | 3 |
| Asian/Pacific Islander | NC | 101 | 2097 | NC | 100 | 99 | NC | 459 | 490 | NC | 12 | 5 | NC | 26 | 13 | NC | 60 | 68 | NC | 2 | 14 |
| American Indian/Alaskan Native | NC | 108 | 4087 | NC | 99 | 96 | NC | 448 | 446 | NC | 15 | 16 | NC | 41 | 38 | NC | 42 | 44 | NC | 3 | 2 |
| White | 51 | 1216 | 35914 | 100 | 99 | 98 | 477 | 475 | 489 | 6 | 9 | 5 | 27 | 21 | 15 | 55 | 62 | 67 | 12 | 8 | 14 |
| Students with Disabilities | 10 | 442 | 9808 | 100 | 98 | 87 | NA | 418 | 432 | NA | 46 | 35 | NA | 31 | 32 | NA | 23 | 30 | NA | 1 | 3 |
| Students without Disabilities | 93 | 2374 | 69878 | 100 | 100 | 100 | 469 | 465 | 475 | 10 | 10 | 8 | 28 | 28 | 23 | 55 | 57 | 61 | 8 | 5 | 9 |
| Limited English Proficient Students | 17 | 626 | 12594 | 100 | 100 | 96 | 435 | 419 | 422 | 29 | 35 | 34 | 29 | 44 | 45 | 41 | 21 | 21 | NA | NA | 0 |
| Migrant Students | -- | -- | 611 | -- | -- | 95 | -- | -- | 439 | -- | -- | 22 | -- | -- | 39 | -- | -- | 37 | -- | -- | 2 |
| Economically Disadvantaged | 56 | 1839 | 38095 | 100 | 99 | 97 | 452 | 447 | 452 | 16 | 19 | 17 | 30 | 34 | 32 | 54 | 46 | 48 | NA | 2 | 3 |
| Non-Economically Disadvantaged | 47 | 977 | 41591 | 100 | 100 | 99 | 484 | 479 | 486 | 4 | 8 | 6 | 26 | 20 | 16 | 55 | 63 | 65 | 15 | 9 | 13 |

| Writing | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 103 | 2835 | 80372 | 100 | 100 | 99 | 471 | 465 | 475 | 4 | 7 | 4 | 36 | 34 | 30 | 59 | 59 | 64 | 1 | 1 | 2 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 53 | 1378 | 39452 | 100 | 100 | 99 | 483 | 479 | 488 | 2 | 4 | 3 | 32 | 28 | 22 | 66 | 67 | 72 | NA | 2 | 3 |
| Male | 50 | 1456 | 40836 | 100 | 100 | 98 | 458 | 451 | 464 | 6 | 9 | 6 | 40 | 39 | 37 | 52 | 50 | 56 | 2 | 1 | 1 |
| African American | NC | 184 | 4264 | NC | 100 | 99 | NC | 457 | 465 | NC | 9 | 5 | NC | 32 | 35 | NC | 59 | 59 | NC | 1 | 1 |
| Hispanic | 36 | 1213 | 33608 | 100 | 100 | 99 | 464 | 453 | 462 | NA | 9 | 6 | 56 | 39 | 36 | 44 | 51 | 57 | NA | 1 | 1 |
| Asian/Pacific Islander | NC | 100 | 2098 | NC | 99 | 99 | NC | 482 | 500 | NC | 3 | 2 | NC | 28 | 16 | NC | 65 | 75 | NC | 4 | 7 |
| American Indian/Alaskan Native | NC | 108 | 4128 | NC | 99 | 97 | NC | 461 | 464 | NC | 8 | 4 | NC | 32 | 39 | NC | 59 | 56 | NC | NA | 1 |
| White | 51 | 1230 | 36213 | 100 | 100 | 99 | 469 | 477 | 489 | 8 | 4 | 2 | 25 | 29 | 22 | 65 | 65 | 72 | 2 | 1 | 3 |
| Students with Disabilities | 10 | 457 | 10526 | 100 | 100 | 94 | NA | 414 | 427 | NA | 21 | 15 | NA | 53 | 53 | NA | 26 | 31 | NA | NA | 1 |
| Students without Disabilities | 93 | 2378 | 69846 | 100 | 100 | 100 | 475 | 474 | 482 | 3 | 4 | 3 | 33 | 30 | 26 | 62 | 65 | 69 | 1 | 1 | 2 |
| Limited English Proficient Students | 17 | 629 | 12747 | 100 | 100 | 97 | 455 | 427 | 432 | NA | 15 | 12 | 76 | 50 | 52 | 24 | 35 | 36 | NA | NA | 0 |
| Migrant Students | -- | -- | 621 | -- | -- | 97 | -- | -- | 452 | -- | -- | 9 | -- | -- | 40 | -- | -- | 51 | -- | -- | 0 |
| Economically Disadvantaged | 56 | 1850 | 38521 | 100 | 100 | 98 | 460 | 455 | 461 | 4 | 8 | 6 | 48 | 39 | 38 | 48 | 52 | 55 | NA | 1 | 1 |
| Non-Economically Disadvantaged | 47 | 985 | 41851 | 100 | 100 | 100 | 484 | 483 | 489 | 4 | 4 | 3 | 21 | 24 | 22 | 72 | 70 | 72 | 2 | 2 | 4 |

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

| Mathematics | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 102 | 2774 | 79306 | 100 | 100 | 99 | 489 | 487 | 504 | 19 | 19 | 13 | 26 | 26 | 20 | 44 | 45 | 49 | 11 | 10 | 19 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 56 | 1319 | 38845 | 100 | 100 | 99 | 487 | 488 | 505 | 18 | 17 | 11 | 30 | 28 | 20 | 43 | 46 | 50 | 9 | 9 | 18 |
| Male | 46 | 1453 | 40383 | 100 | 100 | 98 | 491 | 487 | 504 | 20 | 21 | 14 | 22 | 25 | 19 | 46 | 44 | 47 | 13 | 10 | 19 |
| African American | NC | 177 | 4171 | NC | 100 | 98 | NC | 468 | 485 | NC | 24 | 20 | NC | 38 | 26 | NC | 35 | 44 | NC | 3 | 10 |
| Hispanic | 43 | 1226 | 32673 | 100 | 100 | 99 | 462 | 473 | 487 | 33 | 25 | 18 | 33 | 32 | 25 | 33 | 39 | 46 | 2 | 4 | 10 |
| Asian/Pacific Islander | NC | 81 | 2147 | NC | 99 | 99 | NC | 518 | 539 | NC | 11 | 5 | NC | 12 | 10 | NC | 54 | 46 | NC | 22 | 40 |
| American Indian/Alaskan Native | NC | 98 | 4034 | NC | 99 | 97 | NC | 478 | 479 | NC | 20 | 22 | NC | 33 | 29 | NC | 43 | 43 | NC | 4 | 7 |
| White | 46 | 1191 | 36234 | 100 | 99 | 99 | 509 | 503 | 523 | 9 | 13 | 6 | 20 | 19 | 13 | 54 | 53 | 52 | 17 | 16 | 28 |
| Students with Disabilities | 13 | 459 | 10286 | 100 | 99 | 91 | 440 | 452 | 462 | 54 | 49 | 41 | 31 | 31 | 27 | 15 | 18 | 27 | NA | 3 | 5 |
| Students without Disabilities | 89 | 2315 | 69020 | 100 | 100 | 100 | 496 | 494 | 510 | 13 | 13 | 9 | 26 | 25 | 18 | 48 | 50 | 52 | 12 | 11 | 21 |
| Limited English Proficient Students | 14 | 471 | 10291 | 100 | 98 | 96 | 435 | 448 | 458 | 57 | 46 | 38 | 36 | 37 | 34 | 7 | 16 | 26 | NA | 0 | 2 |
| Migrant Students | -- | -- | 630 | -- | -- | 95 | -- | -- | 478 | -- | -- | 24 | -- | -- | 27 | -- | -- | 43 | -- | -- | 6 |
| Economically Disadvantaged | 59 | 1788 | 37437 | 100 | 99 | 97 | 466 | 476 | 486 | 25 | 23 | 19 | 37 | 31 | 26 | 37 | 41 | 46 | NA | 5 | 9 |
| Non-Economically Disadvantaged | 43 | 986 | 41869 | 100 | 100 | 100 | 520 | 507 | 521 | 9 | 12 | 7 | 12 | 17 | 14 | 53 | 53 | 51 | 26 | 18 | 27 |

| Reading | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 102 | 2772 | 79000 | 100 | 100 | 98 | 488 | 478 | 489 | 14 | 14 | 10 | 22 | 28 | 24 | 55 | 53 | 58 | 10 | 5 | 9 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 56 | 1319 | 38774 | 100 | 100 | 99 | 492 | 484 | 494 | 9 | 10 | 7 | 21 | 26 | 22 | 59 | 58 | 61 | 11 | 6 | 10 |
| Male | 46 | 1451 | 40150 | 100 | 100 | 98 | 483 | 473 | 485 | 20 | 18 | 12 | 22 | 30 | 25 | 50 | 48 | 55 | 9 | 5 | 8 |
| African American | NC | 176 | 4153 | NC | 100 | 98 | NC | 467 | 476 | NC | 16 | 13 | NC | 34 | 30 | NC | 48 | 53 | NC | 1 | 4 |
| Hispanic | 43 | 1225 | 32508 | 100 | 100 | 98 | 467 | 465 | 472 | 23 | 19 | 15 | 26 | 36 | 33 | 47 | 43 | 49 | 5 | 2 | 3 |
| Asian/Pacific Islander | NC | 82 | 2142 | NC | 100 | 99 | NC | 497 | 510 | NC | 11 | 4 | NC | 18 | 14 | NC | 60 | 67 | NC | 11 | 16 |
| American Indian/Alaskan Native | NC | 98 | 4016 | NC | 99 | 96 | NC | 463 | 467 | NC | 17 | 14 | NC | 32 | 37 | NC | 51 | 46 | NC | NA | 2 |
| White | 46 | 1190 | 36135 | 100 | 99 | 98 | 504 | 494 | 508 | 7 | 9 | 4 | 17 | 19 | 14 | 63 | 63 | 67 | 13 | 9 | 15 |
| Students with Disabilities | 13 | 457 | 9991 | 100 | 98 | 88 | 434 | 440 | 449 | 54 | 42 | 33 | 15 | 36 | 36 | 31 | 20 | 29 | NA | 1 | 2 |
| Students without Disabilities | 89 | 2315 | 69009 | 100 | 100 | 100 | 496 | 485 | 495 | 8 | 9 | 6 | 22 | 26 | 22 | 58 | 59 | 62 | 11 | 6 | 10 |
| Limited English Proficient Students | 14 | 471 | 10199 | 100 | 98 | 95 | 434 | 435 | 439 | 50 | 41 | 35 | 36 | 45 | 47 | 14 | 15 | 18 | NA | NA | 0 |
| Migrant Students | -- | -- | 629 | -- | -- | 95 | -- | -- | 457 | -- | -- | 22 | -- | -- | 41 | -- | -- | 37 | -- | -- | 1 |
| Economically Disadvantaged | 59 | 1787 | 37234 | 100 | 99 | 97 | 472 | 469 | 472 | 17 | 17 | 15 | 25 | 33 | 33 | 56 | 48 | 50 | 2 | 2 | 3 |
| Non-Economically Disadvantaged | 43 | 985 | 41766 | 100 | 100 | 99 | 509 | 496 | 505 | 9 | 9 | 5 | 16 | 19 | 16 | 53 | 61 | 65 | 21 | 11 | 14 |

| Writing | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 102 | 2787 | 79611 | 100 | 100 | 99 | 498 | 484 | 496 | 9 | 10 | 7 | 29 | 39 | 37 | 61 | 51 | 56 | 1 | 0 | 1 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 56 | 1321 | 39016 | 100 | 100 | 99 | 519 | 503 | 511 | 4 | 6 | 4 | 21 | 31 | 29 | 73 | 63 | 66 | 2 | 0 | 1 |
| Male | 46 | 1464 | 40519 | 100 | 100 | 98 | 471 | 467 | 482 | 15 | 14 | 10 | 39 | 46 | 44 | 46 | 40 | 46 | NA | NA | 0 |
| African American | NC | 176 | 4188 | NC | 100 | 98 | NC | 486 | 486 | NC | 9 | 9 | NC | 41 | 40 | NC | 50 | 50 | NC | NA | 0 |
| Hispanic | 43 | 1231 | 32855 | 100 | 100 | 99 | 473 | 471 | 481 | 14 | 13 | 10 | 35 | 44 | 43 | 51 | 43 | 47 | NA | NA | 0 |
| Asian/Pacific Islander | NC | 82 | 2149 | NC | 100 | 100 | NC | 487 | 519 | NC | 11 | 4 | NC | 29 | 24 | NC | 59 | 70 | NC | 1 | 2 |
| American Indian/Alaskan Native | NC | 99 | 3992 | NC | 100 | 96 | NC | 476 | 478 | NC | 8 | 10 | NC | 53 | 46 | NC | 39 | 44 | NC | NA | 0 |
| White | 46 | 1198 | 36380 | 100 | 100 | 99 | 517 | 498 | 511 | 2 | 7 | 4 | 33 | 33 | 30 | 63 | 60 | 65 | 2 | 0 | 1 |
| Students with Disabilities | 13 | 471 | 10664 | 100 | 100 | 94 | 400 | 426 | 440 | 31 | 27 | 23 | 54 | 56 | 54 | 15 | 17 | 22 | NA | NA | 1 |
| Students without Disabilities | 89 | 2316 | 68947 | 100 | 100 | 100 | 512 | 495 | 504 | 6 | 6 | 4 | 26 | 35 | 34 | 67 | 58 | 61 | 1 | 0 | 1 |
| Limited English Proficient Students | 14 | 473 | 10362 | 100 | 99 | 97 | 426 | 428 | 438 | 21 | 25 | 22 | 57 | 56 | 57 | 21 | 20 | 21 | NA | NA | NA |
| Migrant Students | -- | -- | 636 | -- | -- | 96 | -- | -- | 467 | -- | -- | 14 | -- | -- | 47 | -- | -- | 38 | -- | -- | 0 |
| Economically Disadvantaged | 59 | 1799 | 37626 | 100 | 100 | 98 | 486 | 475 | 479 | 8 | 11 | 10 | 41 | 42 | 45 | 51 | 46 | 45 | NA | 0 | 0 |
| Non-Economically Disadvantaged | 43 | 988 | 41985 | 100 | 100 | 100 | 514 | 500 | 511 | 9 | 7 | 4 | 14 | 32 | 30 | 74 | 61 | 65 | 2 | 0 | 1 |

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

| Mathematics | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 97 | 2675 | 79327 | 100 | 100 | 98 | 520 | 505 | 518 | 25 | 25 | 19 | 23 | 22 | 20 | 26 | 43 | 46 | 27 | 11 | 16 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 43 | 1240 | 38961 | 100 | 100 | 98 | 527 | 507 | 520 | 19 | 23 | 16 | 23 | 21 | 20 | 33 | 46 | 48 | 26 | 10 | 16 |
| Male | 54 | 1435 | 40295 | 100 | 100 | 97 | 515 | 504 | 516 | 30 | 26 | 21 | 22 | 22 | 19 | 20 | 40 | 44 | 28 | 11 | 16 |
| African American | NC | 184 | 4247 | NC | 100 | 98 | NC | 488 | 499 | NC | 34 | 27 | NC | 22 | 24 | NC | 39 | 41 | NC | 5 | 8 |
| Hispanic | 34 | 1153 | 32327 | 100 | 99 | 98 | 495 | 488 | 499 | 26 | 34 | 27 | 35 | 26 | 25 | 29 | 35 | 41 | 9 | 4 | 8 |
| Asian/Pacific Islander | NC | 73 | 1939 | NC | 97 | 99 | NC | 517 | 556 | NC | 12 | 6 | NC | 23 | 10 | NC | 53 | 47 | NC | 11 | 36 |
| American Indian/Alaskan Native | NC | 114 | 4391 | NC | 100 | 96 | NC | 491 | 489 | NC | 32 | 32 | NC | 29 | 27 | NC | 34 | 36 | NC | 4 | 4 |
| White | 53 | 1151 | 36373 | 100 | 100 | 98 | 543 | 526 | 538 | 21 | 14 | 10 | 13 | 17 | 14 | 23 | 50 | 52 | 43 | 19 | 25 |
| Students with Disabilities | 13 | 339 | 9321 | 100 | 98 | 87 | 473 | 461 | 467 | 62 | 61 | 54 | 15 | 20 | 22 | 15 | 17 | 21 | 8 | 2 | 3 |
| Students without Disabilities | 84 | 2336 | 70006 | 100 | 100 | 100 | 528 | 511 | 524 | 19 | 19 | 14 | 24 | 22 | 19 | 27 | 46 | 49 | 30 | 12 | 18 |
| Limited English Proficient Students | 10 | 408 | 9431 | 100 | 99 | 95 | NA | 456 | 466 | NA | 64 | 53 | NA | 24 | 27 | NA | 11 | 18 | NA | 0 | 1 |
| Migrant Students | -- | -- | 635 | -- | -- | 94 | -- | -- | 488 | -- | -- | 31 | -- | -- | 29 | -- | -- | 36 | -- | -- | 4 |
| Economically Disadvantaged | 48 | 1696 | 37097 | 100 | 99 | 97 | 493 | 492 | 498 | 31 | 31 | 27 | 35 | 24 | 25 | 25 | 39 | 41 | 8 | 6 | 7 |
| Non-Economically Disadvantaged | 49 | 979 | 42230 | 100 | 100 | 99 | 547 | 528 | 535 | 18 | 14 | 11 | 10 | 17 | 15 | 27 | 49 | 50 | 45 | 20 | 24 |

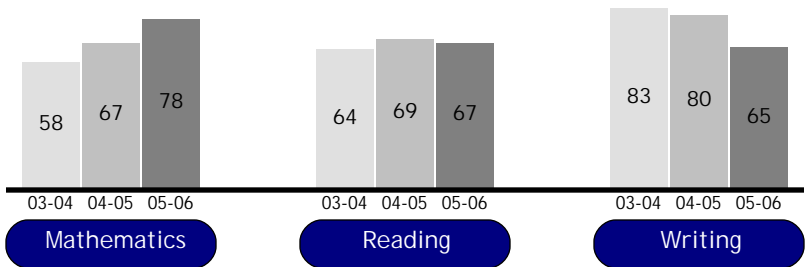
| Reading | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 97 | 2672 | 79501 | 100 | 100 | 98 | 512 | 490 | 497 | 8 | 14 | 10 | 23 | 27 | 25 | 52 | 56 | 60 | 18 | 3 | 4 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 43 | 1239 | 39062 | 100 | 100 | 99 | 525 | 497 | 502 | 5 | 11 | 8 | 21 | 25 | 23 | 51 | 60 | 64 | 23 | 4 | 5 |
| Male | 54 | 1433 | 40368 | 100 | 100 | 98 | 502 | 484 | 491 | 11 | 16 | 13 | 24 | 29 | 27 | 52 | 52 | 57 | 13 | 3 | 3 |
| African American | NC | 183 | 4279 | NC | 100 | 99 | NC | 476 | 485 | NC | 17 | 14 | NC | 33 | 30 | NC | 49 | 54 | NC | 1 | 2 |
| Hispanic | 34 | 1152 | 32389 | 100 | 99 | 98 | 479 | 473 | 478 | 15 | 21 | 16 | 32 | 34 | 34 | 53 | 43 | 48 | NA | 1 | 1 |
| Asian/Pacific Islander | NC | 73 | 1936 | NC | 97 | 99 | NC | 490 | 519 | NC | 10 | 3 | NC | 30 | 14 | NC | 58 | 73 | NC | 3 | 9 |
| American Indian/Alaskan Native | NC | 114 | 4401 | NC | 100 | 96 | NC | 480 | 473 | NC | 14 | 17 | NC | 41 | 40 | NC | 44 | 43 | NC | 1 | 1 |
| White | 53 | 1150 | 36446 | 100 | 100 | 99 | 537 | 509 | 516 | 6 | 6 | 4 | 13 | 18 | 15 | 51 | 70 | 73 | 30 | 7 | 7 |
| Students with Disabilities | 13 | 336 | 9411 | 100 | 97 | 88 | 462 | 448 | 453 | 38 | 46 | 36 | 15 | 32 | 36 | 46 | 20 | 26 | NA | 1 | 1 |
| Students without Disabilities | 84 | 2336 | 70090 | 100 | 100 | 100 | 520 | 496 | 502 | 4 | 9 | 7 | 24 | 26 | 24 | 52 | 61 | 65 | 20 | 4 | 5 |
| Limited English Proficient Students | 10 | 407 | 9401 | 100 | 99 | 94 | NA | 437 | 443 | NA | 50 | 40 | NA | 39 | 46 | NA | 11 | 14 | NA | NA | 0 |
| Migrant Students | -- | -- | 642 | -- | -- | 95 | -- | -- | 465 | -- | -- | 24 | -- | -- | 41 | -- | -- | 35 | -- | -- | 0 |
| Economically Disadvantaged | 48 | 1694 | 37183 | 100 | 99 | 97 | 482 | 478 | 479 | 15 | 18 | 16 | 29 | 33 | 34 | 54 | 48 | 49 | 2 | 1 | 1 |
| Non-Economically Disadvantaged | 49 | 978 | 42318 | 100 | 100 | 99 | 542 | 510 | 513 | 2 | 7 | 5 | 16 | 18 | 17 | 49 | 68 | 70 | 33 | 7 | 7 |

| Writing | # Tested | | | % Tested | | | MSS | | | % FFB | | | % A | | | % Met | | | % Exceeded | | |
|-------------------------------------|----------|------|-------|----------|-----|-----|-----|-----|-----|-------|----|----|-----|----|----|-------|----|----|------------|----|----|
| | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ | S | D | AZ |
| All Students | 97 | 2680 | 80000 | 100 | 100 | 99 | 577 | 561 | 564 | 2 | 4 | 3 | 8 | 10 | 11 | 70 | 78 | 75 | 20 | 9 | 11 |
| All Students (Prior Year) | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Female | 43 | 1239 | 39288 | 100 | 100 | 99 | 601 | 579 | 579 | NA | 2 | 2 | 2 | 5 | 6 | 67 | 81 | 77 | 30 | 13 | 16 |
| Male | 54 | 1441 | 40644 | 100 | 100 | 98 | 559 | 546 | 549 | 4 | 5 | 4 | 13 | 15 | 15 | 72 | 75 | 74 | 11 | 5 | 7 |
| African American | NC | 185 | 4307 | NC | 100 | 99 | NC | 541 | 551 | NC | 8 | 4 | NC | 12 | 13 | NC | 76 | 75 | NC | 4 | 7 |
| Hispanic | 34 | 1152 | 32672 | 100 | 99 | 99 | 574 | 549 | 548 | 3 | 5 | 4 | 3 | 12 | 14 | 85 | 78 | 76 | 9 | 5 | 6 |
| Asian/Pacific Islander | NC | 73 | 1945 | NC | 97 | 99 | NC | 569 | 592 | NC | 5 | 1 | NC | 4 | 4 | NC | 78 | 69 | NC | 12 | 25 |
| American Indian/Alaskan Native | NC | 114 | 4424 | NC | 100 | 97 | NC | 570 | 549 | NC | NA | 3 | NC | 6 | 14 | NC | 88 | 77 | NC | 6 | 5 |
| White | 53 | 1156 | 36602 | 100 | 100 | 99 | 583 | 575 | 579 | 2 | 2 | 2 | 11 | 9 | 7 | 58 | 76 | 75 | 28 | 13 | 16 |
| Students with Disabilities | 13 | 345 | 9919 | 100 | 100 | 93 | 520 | 504 | 505 | 8 | 10 | 9 | 23 | 33 | 35 | 62 | 54 | 54 | 8 | 3 | 2 |
| Students without Disabilities | 84 | 2335 | 70081 | 100 | 100 | 100 | 586 | 569 | 571 | 1 | 3 | 2 | 6 | 7 | 7 | 71 | 81 | 79 | 21 | 9 | 12 |
| Limited English Proficient Students | 10 | 405 | 9571 | 100 | 98 | 96 | NA | 495 | 502 | NA | 14 | 10 | NA | 24 | 29 | NA | 62 | 60 | NA | NA | 1 |
| Migrant Students | -- | -- | 654 | -- | -- | 97 | -- | -- | 534 | -- | -- | 7 | -- | -- | 16 | -- | -- | 74 | -- | -- | 3 |
| Economically Disadvantaged | 48 | 1700 | 37534 | 100 | 99 | 98 | 567 | 551 | 547 | 2 | 4 | 4 | 10 | 12 | 15 | 77 | 78 | 76 | 10 | 6 | 5 |
| Non-Economically Disadvantaged | 49 | 980 | 42466 | 100 | 100 | 100 | 588 | 578 | 578 | 2 | 3 | 2 | 6 | 7 | 7 | 63 | 77 | 75 | 29 | 14 | 16 |

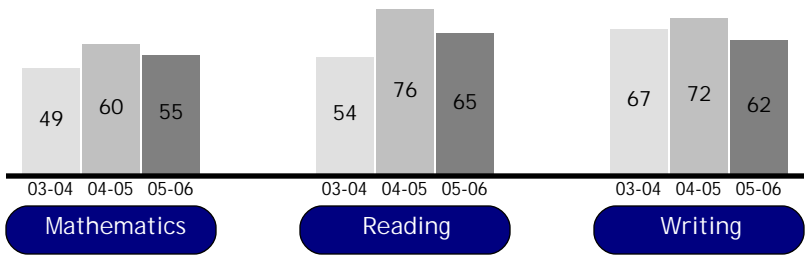
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

| | | |
|-------------------|----------------------|---------------|
| AYP Determination | Met Percent Tested? | Y |
| | Met Test Objectives? | Y |
| | Met Attendance Rate? | Y |
| | Met Graduation Rate? | Not Evaluated |
| | Made AYP? | Yes |

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

| Grade | Content Area | 2003-2004 (SAT9) | | | | 2004-2005 (TerraNova) | | | | 2005-2006 (TerraNova) | | | |
|-------|--------------|------------------|-------|----|----|-----------------------|-------|----|----|-----------------------|-------|----|----|
| | | % | Score | D | AZ | % | Score | D | AZ | % | Score | D | AZ |
| 2 | Reading | 81 | 69 | NA | 58 | 100 | 50 | 40 | 47 | 100 | 44 | 35 | 46 |
| | Language | 100 | 52 | 44 | 50 | 100 | 54 | 40 | 47 | 100 | 50 | 35 | 48 |
| | Mathematics | 99 | 71 | 57 | 64 | 99 | 52 | 41 | 50 | 100 | 54 | 39 | 52 |
| 3 | Reading | 98 | 53 | NA | 55 | 99 | 47 | 40 | 44 | 100 | 52 | 37 | 46 |
| | Language | 100 | 59 | 56 | 61 | 99 | 47 | 40 | 44 | 100 | 50 | 39 | 46 |
| | Mathematics | 100 | 56 | 53 | 61 | 98 | 49 | 44 | 51 | 100 | 59 | 43 | 52 |
| 4 | Reading | 100 | 69 | NA | 56 | 100 | 46 | 42 | 48 | 100 | 56 | 44 | 52 |
| | Language | 100 | 61 | 48 | 52 | 100 | 47 | 44 | 49 | 100 | 56 | 44 | 52 |
| | Mathematics | 100 | 58 | 54 | 61 | 100 | 48 | 45 | 53 | 100 | 56 | 48 | 58 |
| 5 | Reading | 96 | 63 | NA | 55 | 100 | 56 | 47 | 50 | 100 | 59 | 48 | 56 |
| | Language | 99 | 57 | 45 | 49 | 100 | 57 | 48 | 50 | 100 | 50 | 44 | 54 |
| | Mathematics | 99 | 58 | 57 | 63 | 100 | 50 | 44 | 49 | 100 | 41 | 41 | 52 |
| 6 | Reading | 98 | 66 | NA | 56 | 99 | 52 | 48 | 51 | 100 | 65 | 52 | 56 |
| | Language | 98 | 52 | 44 | 48 | 99 | 48 | 45 | 47 | 100 | 56 | 46 | 50 |
| | Mathematics | 99 | 65 | 60 | 66 | 99 | 43 | 46 | 52 | 100 | 56 | 50 | 58 |

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

| School Site Council | |
|-----------------------------|---|
| Council Composition | Council Duties |
| 1 School Administrator(s) | Ü To facilitate school improvement |
| 1 Non-certified Employee(s) | Ü To address short-term needs |
| 3 Teacher(s) | Ü To increase site council communications |
| 3 Parent(s) | Ü To facilitate budget implementation |
| 1 Community Member(s) | Ü To engage in shared decision-making |
| 0 Student(s) | Ü To facilitate staff selection |

| Staffing Information for School Year 2005-06 | | | |
|--|--------|--------------|--------|
| Position | Number | Position | Number |
| Administrator | 1.00 | Teacher | 42.95 |
| Other Professional Staff | .90 | Teacher Aide | 12.37 |

| Years of Teaching Experience for School Year 2005-06 | | | | |
|--|------------|----------|-----------|-------|
| Experience | Bachelor's | Master's | Doctorate | Other |
| 3 or fewer years | 12 | 1 | 0 | 0 |
| 4 to 6 years | 4 | 1 | 0 | 0 |
| 7 to 9 years | 2 | 2 | 0 | 0 |
| 10 or more years | 9 | 15 | 1 | 0 |

| Highly Qualified (NCLB) School Year 2004-05 | |
|--|----|
| Core academic classes taught by Highly Qualified (NCLB) teachers. | 92 |
| Teachers with Emergency Certification. | 1 |
| Percent of teachers in the school with Emergency/Provisional Certification | 2% |
| Percent of core classes not taught by Highly Qualified Teachers | 0% |

| Resources Available at School Site | |
|------------------------------------|---|
| Special Facilities | |
| Ü Art/Music/PE Facilities | Ü STARS Mini-Theatre |
| Ü Computer/Technology Lab | Ü Shaded playgrounds |
| Extracurricular Activities | |
| Ü Before and After School Classes | Ü Student Council |
| Ü Boys and Girls Basketball | Ü Huge Cross Country Team |
| Ü Clubs | Ü Summer School Program |
| Ü Fine Arts Program | Ü Field Trips |
| Social Services | |
| Ü Community Preschool | Ü School Counselor on campus |
| Ü Community Education Classes | Ü Diamondbacks grant for free eye glasses |
| Ü Extended Day Care | Ü Operation School Bell |
| Ü Head Start Preschool | Ü Salvation Army Angel Program |

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Sahuaro School continues to refine and improve it's research-based reading program.

- ü Second Grade TerraNova scores were among the highest in the Washington School District.

- ü Sahuaro has developed and implemented an array of intervention services for struggling readers at all grade levels.

- ü Sahuaro School has developed and implemented an ongoing assessment system that monitors the achievement of struggling readers every 3 weeks.

Student Activity Rates for School Year 2005-06

| | | Arizona | | |
|------------------------------|----|----------|-------|-----------|
| | | % K-6/UE | % 7-8 | % 9-12/US |
| Attendance Rate ⁴ | 95 | 95 | 94 | 95 |
| Promotion Rate ⁵ | 93 | 89 | 88 | 73 |
| Graduation Rate ⁶ | NA | NA | NA | 81 |

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Washington School District's Crisis Team has examined every aspect of operations in the District to create safe, secure campuses. Comprehensive crisis management plans have been developed for each campus. Schools hold regular fire and lockdown drills, and conduct tabletop crisis drills. In addition, school counselors are ready to respond to a campus to provide support for students or adults during a crisis. WESD is committed to providing a safe atmosphere conducive to student learning.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

| | Name | Phone Number |
|---------------------------|-----------------|----------------|
| School Site Council | Dave Anderson | (602) 896-6200 |
| Transportation Policy | Bruce McWhorter | (602) 896-5270 |
| Community Resources | Steve Murosky | (602) 347-3504 |
| School Nutrition Programs | Dave Caldwell | (602) 896-6803 |
| Parent Organization | Trisha Beletz | (602) 896-6200 |
| Student Health/Nurse | Ginny Hampton | (602) 896-6210 |

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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